

KYAE Common Core Standards

## Unpacking Chart for Language Standards (Kindergarten)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Print many upper- and lowercase letters.	Print	many upper and lowercase letters		Remembering	Give a model of each letter of the alphabet. Ask students to correctly write each letter when named.
b. Use frequently occurring nouns and verbs.	Use	frequently occurring nouns and verbs		Applying	Ask students to take pictures of an activity or scene (e.g., cooking, driving). Ask the students to describe what is happening in the picture using nouns and verbs. Then ask students to write their description.
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i> , <i>dogs</i> ; <i>wish</i> , <i>wishes</i> ).	Form	regular plural nouns	orally by adding /s/ or /es/	Applying	Present a You Tube video about a content familiar to the students (e.g., dogs, cats). Ask questions about the picture (e.g., How many white dogs do you see?). Require the students to respond using the frame, I see ____ (e.g., one, two) ____ (e.g., dog, dogs). Then ask the students to write their response.

d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	Understand and use	question words		Applying	Present a picture of an activity relevant to the students (e.g., cooking, driving). Model for the students how to create a question about the picture (e.g., Who is in the picture?). Then ask the students to work with a partner to say and write questions about the picture.
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	Use	the most frequently occurring prepositions		Applying	Present a You Tube video relevant to the students (e.g., pets, singing). Model for the students how to describe the picture using a noun, verb and preposition (e.g., I see a brown dog under the table). Ask the students to work with a partner to describe the picture using the modeled example and then write their description.
f. Produce and expand complete sentences in shared language activities.	Produce and expand	complete sentences	in shared language activities	Applying	Ask the students to act out a current event or recent news report (e.g., UK championship). Ask students questions about the scenario requiring the students to respond in complete sentences.
LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	Capitalize	the first word in a sentence and the pronoun <i>I</i> .		Remembering	After reading a book about an event in a person's life and discussing how the writer capitalized the first word in each sentence and the pronoun <i>I</i> , ask the students to write about an event in their life using correct capitalization.

b. Recognize and name end punctuation.	Recognize and name	end punctuation		Remembering	After reading a book about an activity relevant to the students (e.g., going to school, family life), discuss how the writer used ending punctuation in each sentence. Ask the students to write about a favorite activity, using ending punctuation.
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Write	a letter or letters for most consonant and short-vowel sounds		Remembering	Using an online video that presents letter sounds, ask the students to write the letter that each sound represents.
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Spell  drawing	simple words phonetically,  on knowledge of sound-letter relationships		Remembering	As a part of a writing activity, model for students how to stretch out the sounds in a word to hear the sounds and write the letter(s) that match each sound. Encourage the students to stretch and spell as they write.
LK.3 (Begins in grade 2)					
LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .					
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).	Identify  and apply	new meanings  them accurately	for familiar words	Understanding	Present a word that has multiple meanings to the students (e.g., duck), discuss the various meanings of each word and ask students to find pictures in clip art that represent each meaning and create a chart to display in class.
b. Use the most frequently occurring inflections	Use	the most frequently occurring		Understanding	Give students cards with frequent affixes and the meaning/picture clue, discuss

and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.		inflections			the meanings of each affix. Then present base words to add to the affixes. Practice matching base words to various affixes and then have the students act out the meaning.
LK.5. With guidance and support from adults, explore word relationships and nuances in word meanings.					
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Sort  to gain	common objects  a sense of the concepts the categories represent	into categories	Understanding	Give students cards with pictures of nouns (e.g., holiday, family) from a poem/story read in class. Present two categories in which words from a poem/story can be sorted (e.g., words that name people, words that name places). Ask the students to sort the pictures into the category in which they belong.
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Demonstrate understanding  by relating	of frequently occurring verbs and adjectives  them to their opposites		Understanding	Give the students a picture of an action (e.g., walking into school). Ask them to work with a partner and act out the opposite of the action.
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).	Identify	real-life connections	between words and their use.	Understanding	Present a short poem/story to the students focusing on a context that is relevant to their life (e.g., holiday, family). After reading the poem/story and discussing its meaning, ask the students to choose two words in the poem/story and describe how these words relate to their life (e.g., garden-I grow a garden each

					summer.).
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.	Distinguish  describing  by acting out	shades of meaning  the same general action  the meanings	among verbs	Understanding	Give the students a series of words with similar meanings (e.g., walk, march, strut, prance). Discuss with the students the meaning of each by presenting the word in the context of a sentence. Ask students to act out the meaning of each word.
LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Use	words and phrases	acquired through conversations, reading and being read to, and responding to texts.	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.

KYAE Common Core Standards

# Unpacking Chart for Language Standards (1<sup>st</sup> Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Print all upper- and lowercase letters.	Print	all upper and lowercase letters		Remembering	Give a model of each letter of the alphabet. Ask students to correctly write each letter when named.
b. Use common, proper, and possessive nouns.	Use	common, proper, and possessive nouns.		Applying	Present a picture of an activity relevant to the students (e.g., cooking, driving). Ask the students to describe what is happening in the picture using nouns such as common, proper and possessive. Then ask students to write their description.
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i> ; <i>We hop</i> ).	Use	singular and plural nouns with matching verbs	in basic sentences.	Applying	Present a You Tube video of an activity relevant to the students (e.g., dogs running, cats playing). Ask questions about the picture (e.g., What do you see the dogs doing?). Require the students to respond using the frame, I see _____ (e.g., one dog) _____ (e.g., running). Then ask the students to write their response.

d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).	Use	personal, possessive, and indefinite pronouns.		Applying	Take pictures (e.g., using a cell phone or digital camera) of items belonging to the students. Ask the students to describe the objects in the picture using pronouns (e.g., This is my purse. The books belong to them.).
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).	Use	verbs to convey	a sense of past, present and future.	Applying	Present a picture of an activity relevant to the students (e.g., cooking, driving). Model for the students how to describe the picture using past, present, and future sense (e.g., The girl is cooking a meal. Yesterday she cooked a meal. Tomorrow she will cook a meal.). Ask the students to work with a partner to describe the picture using the modeled example and then write their description.
f. Use frequently occurring adjectives.	Use	frequently occurring adjectives.		Applying	Present a You Tube video relevant to the students (e.g., pets, singing). Model for the students how to describe an element in the picture (e.g., The big yellow dog is barking). Ask the students to work with a partner to describe the picture using the modeled example and then write their description.
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	Use	frequently occurring conjunctions.		Applying	Give the students a topic relevant to their lives (e.g., education). Model for the students how to describe the topic using a conjunction (e.g., I am getting my GED because...). Ask the students

					to work with a partner to describe the topic using the modeled example and then write their description.
h. Use determiners (e.g., articles, demonstratives).	Use	determiners		Applying	Present a picture of an activity or You Tube video relevant to the students (e.g., pets, cooking). Model for the students how to describe an element in the picture using articles or demonstratives (e.g., The big yellow dog is barking at a horse.). Ask the students to work with a partner to describe the picture using the modeled example and then write their description.
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	Use	frequently occurring prepositions.		Applying	Give the students a topic relevant to their lives (e.g., family holidays). Model for the students how to describe the topic using a conjunction (e.g., We celebrate Christmas on/before/after...). Ask the students to work with a partner to describe the picture using the modeled example and then write their description.
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Produce and expand	complete simple and compound declarative, interrogative, imperative, and exclamatory sentences	in response to prompts.	Applying	Present a picture of an activity relevant to the students (e.g., cooking, driving). Ask students questions about the picture requiring the students to respond in various types of complete sentences.



L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.	Capitalize	dates and names of people.		Applying	After reading a book about an event in a person's life and discussing how the writer capitalized the dates and names of people, ask the students to write about an event in their life using correct capitalization.
b. Use end punctuation for sentences.	Use	end punctuation	for sentences.	Applying	After reading a book about an activity relevant to the students (e.g., going to school, family life), discuss how the writer used ending punctuation in each sentence. Ask the students to write about a favorite activity, using ending punctuation.
c. Use commas in dates and to separate single words in a series.	Use	commas in dates and to separate single words	in a series.	Applying	Present a group of items to the students such as a pencil, eraser, paper, etc... Ask students to describe what they see (e.g., I see a pencil, eraser, and paper.). As the students describe what they see, model how to write the sentence. Ask the students to write a sentence describing a list of what they would buy if they won the lottery.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Use	conventional spelling	for words with common spelling patterns and for frequently occurring irregular words.	Applying	As a part of a writing activity, model for students how to stretch out the sounds in a word to hear the sounds and write the letter(s) that match the sound. Encourage the students to stretch and spell as they write.
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Spell  drawing	untaught words phonetically,  on phonemic awareness and spelling conventions.		Applying	As a part of a writing activity, model for students how to stretch out the sounds in a word to hear the sounds and write the letter(s) that match the sound. Encourage the students to stretch and spell as they write.
L1.3 (Begins in grade 2)					
L1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.					
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Use	sentence-level context as a clue	to the meaning of a word or phrase.	Understanding	After a read aloud containing unknown words, write a sentence on the board containing one of the unknown words. Discuss with the students how to determine the meaning of the unknown word using the context of the sentence. Write another sentence from the text and ask the students to discuss with a partner the meaning of the unknown words based on the context.

b. Use frequently occurring affixes as a clue to the meaning of a word.	Use	frequently occurring affixes	as a clue to the meaning of a word.	Understanding	After reading a text that contains words with affixes, discuss the meanings of the words and ask the students to explain the meaning by using them in context.
c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ).	Identify	frequently occurring root words and inter inflectional forms		Understanding	After reading a text that contains words with various inflectional forms, ask the students to identify these words in the text and their meanings.
L1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.					
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Sort  to gain a sense	words  of the concepts the categories represent	into categories	Understanding	Present a short poem/story to the students focusing on a context that is relevant to their life (e.g., holiday, family). Present two categories in which words from the poem/story can be sorted (e.g., words that name people, words that name places). Ask the students to find words in the poem/story that belong in each category.
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Define	words	by category and by one or more key attributes	Understanding	Present a short poem/story to the students focusing on a context that is relevant to their life (e.g., holiday, family). After reading the poem/story and discussing its meaning, ask the students to choose two words (i.e., verbs, adjectives) from the poem and explain their meaning by relating them to their opposites.

c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	Identify	real-life connections	between words and their use.	Understanding	Present a short poem/story to the students focusing on a context that is relevant to their life (e.g., holiday, family). After reading the poem/story and discussing its meaning, ask the students to choose two words in the poem/story and describe how these words relate to their life (e.g., garden-I grow a garden each summer.).
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.	Distinguish  by defining or choosing  or by acting out	shades of meaning  them  the meanings	among verbs differing in manner and adjectives differing in intensity	Understanding	Give the students a series of words with similar meanings (e.g., walk, march, strut, prance). Discuss with the students the meaning of each by presenting the word in the context of a sentence. Ask students to act out the meaning of each word.
L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).	Use  including using	words and phrases  frequently occurring conjunctions to signal simple relationships.	acquired through conversations, reading and being read to, and responding to texts.	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.

# KYAE Common Core Standards

## Unpacking Chart for Language Standards (2nd Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Use collective nouns (e.g., <i>group</i> ).	Use	collective nouns.		Applying	Generate with students lists of words that name groups of specific people, animals, or things (e.g., class, herd, bunch). Use words from the list to generate sentences (e.g., The class saw a herd of cattle in the fields.) After saying the sentences, ask the students to write their sentences.
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i> ).	Form and use	frequently occurring irregular plural nouns.		Applying	Generate with the students a list of singular nouns and their plural forms (e.g., foot, feet). Use words from the list to generate sentences (e.g., The child became separated from the other children.). After saying the sentences, ask the students to write their sentences.

c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	Use	reflexive pronouns.	in basic sentences.	Applying	Generate with the students a list of pronouns and their reflexive form (e.g., me, myself). Use words from the list to generate sentences (e.g., I asked myself, "Is that man looking at me?"). After saying the sentences, ask the students to write their sentences.
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	Form and use	the past tense of frequently occurring irregular verbs.		Applying	Generate with the students a list of the present tense of verbs and their irregular past forms (e.g., do, did). Use words from the list to generate sentences (e.g., Yesterday I did part of my homework but today I will do all of it.). After saying the sentences, ask the students to write their sentences.
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Use  choose	adjectives and adverbs and  between them	depending on what is to be modified.	Applying	Generate with the students a list of nouns, adjectives, verbs and adverbs (e.g., Grandpa, funny, talked, loudly). Use words from the list to generate sentences (e.g., My funny grandpa talked loudly when he told a joke.). After saying the sentences, ask the students to write their sentences.
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie</i>	Produce, expand, and rearrange	complete, simple and compound sentences.		Applying	Generate with the students a list of nouns, adjectives, verbs, adverbs and prepositional phrases (e.g., dog, brown, ran, quickly, down the road). Use words from the list to generate simple sentences (e.g., The

<i>was watched by the little boy).</i>					brown dog ran.). Then use words from additional lists to expand and rearrange the sentence (e.g., The brown dog ran quickly down the road. Quickly down the road, the brown dog ran.) After saying the sentences, ask the students to write their sentences.
L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Capitalize holidays, product names, and geographic names.	Capitalize	holidays, product names, and geographic names.		Applying	After reading a book(s) or passage about holidays, states, countries, etc...discuss how the writer capitalized the proper nouns. Ask the students to write about a favorite holiday, cereal, and/or place to visit.
b. Use commas in greetings and closings of letters.	Use	commas in greetings and closings	of letters.	Applying	After reading examples of letters (e.g., letters from historical figures), discuss how the writer used commas in the greeting and closings. Ask the students to write a letter pretending to be an historical figure.
c. Use an apostrophe to form contractions and frequently occurring possessives.	Use  to form	an apostrophe  contractions and frequently occurring possessives.		Applying	After reading a book or passage that contains contractions and possessives, discuss how the writer used apostrophes in the contractions and possessives. Ask the students to write sentences using both types of words.

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Generalize	learned spelling patterns	when writing words.	Applying	As a part of a writing activity, model for students how to stretch out the sounds in a word to hear the sounds and write the letter(s) that match the sound. Encourage the students to stretch and spell as they write.
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Consult  to check and correct	reference materials,  spellings.	including beginning dictionaries, as needed	Applying	Review with the students alphabetical order and the use of guide words. Then give students a passage with misspelled words. Ask the students to use the reference materials to check the spelling of the words.

L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.	Compare	formal and informal uses of English.		Applying	Based on a scenario relevant to the students (e.g., writing a letter, telephone conversation), discuss with the students how formal or informal English can be used. Create an example of sentences that can be used in each scenario (e.g., informal letter to a friend, formal letter to an employer). Role play each scenario and then write an example of the formal and informal version.
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L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.	Use	sentence-level context	as a clue to the meaning of a word or phrase.	Understanding	After a read aloud containing unknown words, write a sentence on the board containing one of the unknown words. Discuss with the students how to determine the meaning of the unknown word using the context of the sentence. Write another sentence from the text and ask the students to discuss with a partner the meaning of the unknown words based on the context.
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).	Determine	the meaning of the new word formed	when a known prefix is added to a known word.	Understanding	Present a list of prefixes and their meanings. Provide students with the prefixes on cards and various root words. Students add various prefixes to each root word to determine if it creates a word and if a real word, explain its meaning.
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ). <i>looked, looking</i> ).	Use	a known root word	as a clue to the meaning of an unknown word with the same root.	Understanding	Present cards with root words and suffixes. Students choose one root word and try to create other forms of the word by adding a suffix. Students discuss the meaning of each word and write a sentence.
d. Use knowledge of the meaning of individual words to predict the meaning of compound	Use	knowledge of the meaning of individual words		Understanding	Present a list of various nouns that will create compound words. Students choose two words, discuss the meaning of

words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).	to predict	the meaning of compound words.			each and then the meaning of the words together if it creates a real compound word.
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Use  to determine or clarify	glossaries and beginning dictionaries  the meaning	both print and digital  of words and phrases.	Understanding	Given a sentence containing an unknown word, students use knowledge of alphabetical order to find the word in a glossary or dictionary. The students then read the definition(s) and refer back to the context of the word in the sentence to determine the correct meaning.
L2.5. Demonstrate understanding of word relationships and nuances in word meanings.					
a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	Identify	real-life connections	between words and their use.	Understanding	Present a short poem/story to the students focusing on a context that is relevant to their life (e.g., holiday, family). Present two categories in which words from the poem /story can be sorted (e.g., words that name people, words that name places). Ask the students to find words in the poem/story that belong in each category.
b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).	Distinguish	shades of meaning	among closely related verbs and related adjectives.	Understanding	Give the students a series of words, both verbs and adjectives, with similar meanings (e.g., walk, march, strut, dusty, dirty, and filthy). Discuss with the students the meaning of each by presenting the word in the context of a sentence. Ask students to sketch or act out the meaning of each word.

<p>L2.6</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Use</p> <p>including using</p>	<p>words and phrases</p> <p>adjectives and adverbs to describe.</p>	<p>acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Applying</p>	<p>In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.</p>
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## KYAE Common Core Standards

### Unpacking Chart for Language Standards (3rd Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Explain	the function of nouns, pronouns, verbs, adjectives, and adverbs and their functions	in particular sentences.	Remembering	Generate with the students lists of nouns, pronouns, verbs, adjectives, and adverbs and review their function in a sentence. With a partner, ask them to use combinations of these words to create sentences and explain the function of each word.
b. Form and use regular and irregular plural nouns.	Form and use	regular and irregular plural nouns.		Applying	Generate with the students a list of regular and irregular plural nouns (e.g., brother-brothers, child-children). Use words from the list to generate sentences (e.g., The child became separated from the other children.). After saying the sentences, ask the students to write their sentences.
c. Use abstract nouns (e.g., <i>childhood</i> ).	Use	abstract nouns.		Applying	Generate with the students a list of abstract nouns (e.g., childhood, education). Use

					words from the list to generate sentences (e.g., I would like to receive more knowledge in my education.). After saying the sentences, ask the students to write their sentences.
d. Form and use regular and irregular verbs.	Form and use	regular and irregular verbs.		Applying	Generate with the students a list of regular and irregular verbs (e.g., yelled, is-was). Use words from the list to generate sentences (e.g., Yesterday I yelled when I dropped the pan on my foot.). After saying the sentences, ask the students to write their sentences.
e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.	Form and use	simple verb tenses.		Applying	Ask the students to search for change over time related to a topic (e.g., telephone). Sort the pictures into past, present, and future. Ask the students to describe the pictures using the correct tense of the verb (e.g., Now I talk on this kind of phone. My grandmother talked on a dial phone. In the future, I will talk on small chip.). After saying the sentences, ask the students to write their sentences.
f. Ensure subject-verb and pronoun-antecedent agreement.*	Ensure	subject-verb and pronoun-antecedent agreement.		Applying	Generate with the students a list of nouns, verbs, and pronouns (e.g., dog, ran, he). Use words from the list to generate simple sentences

					and discussing agreement among the words (e.g., The dog ran down the street and he found a bone.). After saying the sentences, ask the students to write their sentences.
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Form and use  choose	comparative and superlative adjectives and adverbs, and  between them	depending on what is to be modified.	Applying	Present two cereal boxes to the students (e.g., Honey Nut Cheerios, Wheaties). Ask the students to discuss the differences between them using adjectives and adverbs. Then ask students to write their conclusions.
h. Use coordinating and subordinating conjunctions.	Use	coordinating and subordinating conjunctions.		Applying	Using a list of conjunctions, provide examples of how these are coordinating and subordinating conjunctions. Ask students to use the conjunctions in both ways to describe themselves. Then students write their descriptions.
i. Produce simple, compound, and complex sentences.	Produce	simple, compound, and complex sentences.		Applying	Provide a graphic organizer with three columns, simple, compound and complex. Using a picture taken from the student's cell phone, ask the students to describe the picture in three ways and write the description in each column.

L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize words in titles.	Capitalize	words	in titles.	Applying	Display a variety of books or videos of interest to the student (e.g., books/videos about family, athletes). Ask the students to write about their favorite book or video.
b. Use commas in addresses.	Use	commas	in addresses.	Applying	After reading examples of letters (e.g., letters from historical figures), discuss how the writer used commas in addresses. Ask the students to write a letter to someone that is important to them.
c. Use commas and quotation marks in dialogue.	Use	commas and quotations marks	in dialogue.	Applying	Display popular magazines (e.g., People, Sports Illustrated) and have the students find quotation marks in dialogue. Ask the students to think about a conversation they had with a family member and write the dialogue using quotation marks.
d. Form and use possessives.	Form and use	possessives.		Applying	Ask the students to use their cell phones to take pictures of things that belong to them. Then work with a partner to describe the objects in the pictures and write the sentences (e.g., John's shoes are red and black.).

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	Use	conventional spelling for high-frequency and other studied words	for adding suffixes to base words.	Applying	As a part of a writing activity, model for students how to stretch out the sounds in a word to hear the sounds and write the letter(s) that match the sound. Encourage the students to stretch and spell as they write.
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Use	spelling patterns and generalizations	in writing words.	Applying	Present two words from a word family/syllable patterns/ending rules, meaningful word parts (e.g., cash, mash) and ask students to list two or more words that belong in the list. Repeat with other spelling patterns.
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Consult  to check and correct	reference materials,  spellings.	including beginning dictionaries, as needed	Applying	Review with the students alphabetical order and the use of guide words. Then give students a passage with misspelled words. Ask the students to use the reference materials to check the spelling of the words.
L3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
a. Choose words and phrases for effect.*	Choose	words and phrases for effect		Applying	Present a You Tube (e.g., swimming on a beach, baseball game) video. Ask students to describe the event using specific details



					and then write their description.
b. Recognize and observe differences between the conventions of spoken and written standard English.	Recognize and observe	differences between the conventions of spoken and written standard English		Applying	Based on scenarios relevant to the students (e.g., talking to a parent, writing a letter to a parent), discuss with the students how the communication would be similar and different. Ask students to role play the spoken scenario and then write an example of the written scenario.
L3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from an array of strategies.					
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Use	sentence-level context as a clue	to the meaning of a word or phrase.	Understanding	After a reading a passage containing unknown words, write a sentence on the board containing one of the unknown words. Discuss with the students how to determine the meaning of the unknown word using the context of the sentence. Write another sentence from the text and ask the students to discuss with a partner the meaning of the unknown words based on the context.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).	Determine	the meaning of the new word formed	when a known affix is added to a known word.	Understanding	Present a list of affixes and their meanings. Provide students with the affixes on cards and various base words. Students add various affixes to each word to determine if it creates a real word, and explain its meaning.

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i> ).	Use	a known root word as a clue	to the meaning of an unknown word with the same root.	Understanding	Present a root word and its definition (e.g., help). Then various words with the root (e.g., helpful, helpless). Ask students to use the known root word and think of words using that root.
d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Use  to determine or clarify	glossaries and beginning dictionaries  the meaning	both print and digital  of words and phrases.	Understanding	Given a sentence containing an unknown word, students use knowledge of alphabetical order to find the word in a glossary or dictionary. The students then read the definition(s) and refer back to the context of the word in the sentence to determine the correct meaning.
L3.5. Demonstrate understanding of word relationships and nuances in word meanings.					
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	Distinguish	the literal and nonliteral meanings of words and phrases	in context	Understanding	Present sentences with literal and nonliteral meanings. Choose words or phrases with a nonliteral meaning (e.g., bulding on fire, lungs on fire). Ask the students to sketch or act out the literal meaning of the words or phrases and then the nonliteral meaning.
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	Identify	real-life connections	between words and their use.	Understanding	Choose a word from a passage read in class and ask the students to explain how that word relates to their life (e.g., Describe how you are <b>helpful</b> to others.).

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	Distinguish	shades of meaning among related words	that describe status of mind or degrees of uncertainty	Understanding	Give the students a series of words that describe states of mind or degrees of certainty (e.g., doubtful, suspicious, uncertain). Discuss with the students the meaning of each by presenting the word in the context of a sentence. Ask students to find pictures on the internet portraying each meaning.
L3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	Use  including using	words and phrases  adjectives and adverbs to describe.	acquired through conversations, reading and being read to, and responding to texts.	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.

## KYAE Common Core Standards

### Unpacking Chart for Language Standards (4th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	Use	relative pronouns and relative adverbs.		Applying	After a brief interview, the students will give an introduction of their classmates using relative pronouns and relative adverbs (e.g., This is my classmate John Doe who likes to go hunting when the weather is just right.).
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	Form and use	regular the progressive verb tenses.		Applying	Given a list of verbs, the students will create scenarios for each verb tense and then take pictures of each on their cell phones. (e.g., I am texting. Yesterday, I texted a message to my mother. Tomorrow, I need to text my brother and ask about dinner.). They will then write a description of each picture with the correct verb tense.

c. Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i> ) to convey various conditions.	Use	modal auxiliaries	to convey various conditions.	Applying	Students will work together to role play a scenario in which they need to use auxiliaries (e.g., asking a boss for a raise, ordering at a restaurant).
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	Order	adjectives	within sentences according to conventional patterns.	Applying	After a discussion about ordering of adjectives, the students will take pictures of objects in the room (e.g., a shoe, purse, book bag) and then describe the object with two or more adjectives in a sentence. The students will then write the sentence.
e. Form and use prepositional phrases.	Form and use	prepositional phrases.		Applying	Using a list of prepositional phrases, the students will describe a recent event (e.g., family dinner, holiday) using two or more phrases. The students will then write their description.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Produce  recognizing and correcting	complete sentences,  inappropriate fragments and run-ons.		Applying	Students will write a paragraph about their favorite movie or TV show. The students will then peer conference in order to evaluate complete/incomplete sentences.
g. Correctly use frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i> ).*	Correctly use	frequently confused words.		Applying	After a discussion of frequently confused words and their meanings on a chart, the students will be asked a series of questions in which they will need to use

					one of the confused words in their answer (e.g., How many feet do you have?). The students respond to the question verbally and then write their response referring to the chart for support.
L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Use correct capitalization.	Use	correct capitalization.		Applying	Students will write about some of their favorite places in their town to eat, shop, or visit using correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.	Use  to mark	commas and quotations marks  direct speech and quotations from a text.		Applying	Students will interview each other about their favorite song and specific lines in the song. Students will write a paragraph describing the interview.
c. Use a comma before a coordinating conjunction in a compound sentence.	Use	a comma before a coordinating conjunction	in a compound sentence.	Applying	The students will be given a series of questions to answer (e.g., What are three animals you like?, What are three things you like about your spouse/friend?). The students will write their answers using commas before conjunctions.

d. Spell grade-appropriate words correctly, consulting references as needed.	Spell  consulting	grade-appropriate words correctly,  references	as needed.	Applying	As a part of writing assignments, students will spell words with previously taught spelling patterns and sight words using reference materials.
L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
a. Choose words and phrases to convey ideas precisely.*	Choose  to convey	words and phrases  ideas precisely.		Applying	Present a You Tube video (e.g., swimming on a beach, baseball game). Ask students to describe the event using specific details and then write their description.
b. Choose punctuation for effect.*	Choose	punctuation for effect.		Applying	Present the students with a You Tube video of a disaster (e.g., forest fire, tornado) and ask them to write about what they see and questions they might have for the survivors.
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Differentiate  that call for	between contexts  formal English and situations where informal discourse is appropriate.		Applying	Given scenarios relevant to the students (e.g., talking to a parent, ordering at a restaurant, applying for a job), discuss with the students how the communication would be similar and different. Ask students to role play scenario with an appropriate form of English.
L4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from an array of strategies.					
a. Use context (e.g., definitions, examples, or	Use	context as a clue to the	of a word or phrase.	Understanding	After a reading a passage containing unknown words,

restatements in text) as a clue to the meaning of a word or phrase.		meaning			write a sentence on the board containing one of the unknown words. Discuss with the students how to determine the meaning of the unknown word using the context of the sentence. Write another sentence from the text and ask the students to discuss with a partner the meaning of the unknown words based on the context.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).	Use	common, grade-appropriate Greek and Latin affixes and roots	as clues to the meaning of the words.	Understanding	Present a list of Greek and Latin affixes and their meanings. Create a vocabulary tree with one affix written on the trunk. Each student adds a branch with a word containing the affix.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Consult  to find  and determine or clarify	reference materials  the pronunciation  the precise meaning of key words and phrases	both print and digital	Understanding	Given a sentence containing an unknown word, students use knowledge of alphabetical order to find the word in a glossary or dictionary. The students then read the definition(s) and refer back to the context of the word in the sentence to determine the correct meaning.
L4.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	Explain	the meaning of simple similes and metaphors	in context	Understanding	Given a list of similes and metaphors and examples in text, students illustrate the meaning to demonstrate how they form pictures in their mind.



b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Recognize and explain	the meaning of common idioms, adages, and proverbs.		Understanding	Students discuss common Kentucky sayings (e.g., knee high to a grasshopper, hold your horses). Then given a list of other sayings, students will work with a partner to determine the meaning.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Demonstrate  by relating	understanding of words  them to their opposites and to words with similar but not identical meanings.		Understanding	Given a graphic organizer with three boxes, the students will write the vocabulary word in the middle, and antonym to the left and a synonym to the right.
L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	Acquire and use accurately	general academic and domain-specific words and phrases,	including those that signal precise actions, emotions, or states of being and that are basic to a particular topic	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.

## KYAE Common Core Standards

### Unpacking Chart for Language Standards (5th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Explain	the function of conjunctions, prepositions, and interjections	in general and their function in particular sentences	Applying	Generate with the students lists of conjunctions, prepositions, and interjections and review their function in a sentence. With a partner, ask them to use combinations of these words to create sentences and explain the function of each word. Then write the sentences.
b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.	Form and use	the perfect verb tenses		Applying	Given a list of verbs, the students will create scenarios for each verb tense with a partner. They will share their scenario and the other students will write a sentence about the scenario using the correct verb tense.

c. Use verb tense to convey various times, sequences, states, and conditions.	Use	verb tense	to convey various times, sequences, states, and conditions.	Applying	The students will be give a three column graphic organizer (e.g., yesterday, today, tomorrow) and a topic (e.g., work, school, family). The students will write a sentence in each column according to the topic using the correct verb tense.
d. Recognize and correct inappropriate shifts in verb tense.*	Recognize and correct	inappropriate shifts	in verb tense.	Applying	The students will be given a paragraph with missing verbs. Using the list of verb tenses previously created, students determine which verb tense is needed to correctly complete the sentence.
e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).	Use	correlative conjunctions		Applying	After reviewing correlative conjunctions, the students will be given a situation/role that requires a conversation (e.g., waiter in a restaurant). The student will use a correlative conjunction in the conversation (e.g., Would you like soup or salad today?).
L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Use punctuation to separate items in a series.*	Use	punctuation	to separate items in a series	Applying	Ask the students to make a list of things they would buy if they won the lottery. The students then write a paragraph describing their list of the top three things they would buy (e.g., If I won the lottery, I would buy __, __, and ____).

b. Use a comma to separate an introductory element from the rest of the sentence.	Use	a comma to separate an introductory element	from the rest of the sentence	Applying	Students will write an introduction about a fellow student using the frame "We have been in class for two weeks, this is my friend_____, who is_____."
c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).	Use  to set off  to set off  and to indicate	a comma  the words <i>yes</i> and <i>no</i> ,  a tag question  direct address	from the rest of the sentence	Applying	Students write a dialogue describing a given scenario (e.g., asking to borrow a car, money, clothes).
d. Use underlining, quotation marks, or italics to indicate titles of works.	Use	underlining, quotation marks, or italics	to indicate titles of works.	Applying	Given a series of questions (e.g., What is your favorite book? What is your favorite movie?) What is your favorite song?), the students will correctly write their answers including titles.

e. Spell grade-appropriate words correctly, consulting references as needed.	Spell  consulting	grade-appropriate words correctly,  references	as needed.	Applying	Given a sentence containing an unknown word, students use their knowledge of alphabetical order to find the word in a glossary or dictionary. The students then read the definition(s) and refer back to the context of the word in the sentence to determine the correct meaning.
L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Expand, combine, and reduce	sentences	for meaning, reader/listener interest, and style.	Applying	After writing a paragraph, students give peer feedback to each other concerning the content of sentences. Students will make revisions to their writing based on the feedback.
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Compare and contrast	the varieties of English	used in stories, dramas, or poems.	Applying	Using You Tube videos displaying various people presenting stories, poems, and drama, students will use a graphic organizer to compare and contrast the varieties of English (e.g., dialects) used.
L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from an array of strategies.					
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Use	context as a clue to the meaning	of a word or phrase.	Understanding	After a reading a passage containing unknown words, write a sentence on the board containing one of the unknown words. Discuss with the students how to determine the meaning of the unknown word using the

					context of the sentence. Write another sentence from the text and ask the students to discuss with a partner the meaning of the unknown words based on the context.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	Use	common, grade-appropriate Greek and Latin affixes and roots	as clues to the meaning of the words.	Understanding	Present a list of Greek and Latin affixes and their meanings. Create a vocabulary tree with one affix written on the trunk. Each student adds a branch with a word containing the affix.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Consult  to find  and determine or clarify	reference materials  the pronunciation  the precise meaning of key words and phrases	both print and digital	Understanding	Given a sentence containing an unknown word, students use their knowledge of alphabetical order to find the word in a glossary or dictionary. The students then read the definition(s) and refer back to the context of the word in the sentence to determine the correct meaning.
L5.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
a. Interpret figurative language, including similes and metaphors, in context.	Interpret	figurative language, including similes and metaphors,	in context.	Understanding	Students find song lyrics on the Internet that illustrate the use of similes and metaphors and explain their meanings.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Recognize and explain	the meaning of common idioms, adages, and proverbs.		Understanding	Students discuss common Kentucky sayings (e.g., knee high to a grasshopper, hold your horses). Then given a

					list of other sayings, students will work with a partner to determine the meaning.
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Use	the relationship between particular words	to better understand each of the words.	Understanding	Divide the students in teams. Give Team 1 a word, and ask the other team to think of a synonym, antonym or homograph of the word within 1 minute.
L5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	Acquire and use accurately	general academic and domain-specific words and phrases,	including those that signal contrast, addition, and other logical relationship.	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.